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vessels relax on going to sleep and constrict on awakening with relatively great activity."

As a result of this conclusion, Dr. Shepard believes that we must definitely abandon an anaemia theory of sleep. Dr. Shepard notes other reasons for this:—1. there is an increase of brain volume to stimuli while the subject is awake and they certainly show no tendency to cause sleep; 2. there is definite evidence that the circulation change lags behind the mental processes. Hence the circulatory changes on going to sleep and on awakening should be looked upon as effect rather than cause. Dr. Shepard then advances, instead of an anaemia theory of sleep, one in which he considers sleep and sleeplessness as mental processes. "Sleep is promoted by the situation in which we have really become accustomed to sleep." "Sleep is controlled by conditions similar to those which control attention generally. Sleep and sleeplessness are mental processes." "As we go to sleep, then, we become absorbed in a mass or complex of fatigue sensations. These tend strongly to inhibit other processes, especially motor activity and consciousness of strain sensations in the muscles."

This study of Dr. Shepard's shows, in the first place, exceedingly great care in experimentation; and secondly, great conservatism in the interpretation of his records. The author seems definitely to have made his point of overthrowing the anaemia theories of sleep. His constructive work is, however, less convincing. His theory appears to be merely a carrying further of some of the auto-suggestion theories of sleep which have been in the literature for some years. However, whether one accepts the author's theoretical interpretations or not, one must grant that Dr. Shepard's book makes a valuable contribution to the literature of this topic. The charts are very well reproduced, very numerous and well selected and are of great help to the reader.

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SAMUEL W. FERNBERGER.

BOOK NOTES

Das Interesse der Schulkinder an den Unterrichtsfächern. Von GEORG BRANDELL. Leipzig, J. A. Barth, 1915. 168 p.

This is essentially a study of the feeling value of the topics of instruction, a report of which of them are loved and unloved, beginning with the lowest classes, comparing always results obtained by similar studies elsewhere. There is special reference to children's relative fondness for theoretical and practical departments. Children's judgments in regard to usefulness of different departments and the reason why they like or dislike them are interesting and significant. A special rubric is the desire of children to go farther in the different topics. The latter part of the report is devoted to fifteen special topics, one after another.

The investigation of mind in animals. By E. M. SMITH. Cambridge, University Press, 1915. 154 p.

This book is designed to be a primer or introduction to the subject, with a discussion of the modes of procedure, aim, trend, and the general nature of the results hitherto obtained. The writer confines himself chiefly to description and illustration, although incidentally drawing attention to certain difficulties. He begins with protozoan behavior, then takes up retentiveness, habit formation, associative memory, sensory discrimination, instinct, homing, imitation, evidence for intelligence and ideas. A brief and select bibliography is presented for each chapter.

Pathological lying, accusation and swindling; a study in forensic psychology. By WILLIAM HEALY and MARY TENNEY HEALY. Boston, Little, Brown & Co., 1915. 286 p.

This is the first of a series of monograph supplements to the Journal of Criminal Law and Criminology. The authors first give a very good account of previous studies and describe in over one hundred pages cases of pathological lying, swindling and accusation, then discuss them as border-line medical types. The strength of this book lies essentially in its description of cases rather than in its contributions in the line of making positive scientific conclusions. Although this may be disappointing to some, it is probably a merit and not a defect.

Healing currents from the battery of life. By WALTER DEVOE. Cleveland, Ohio, Vital Publishing Co. (c. 1915). 243 p.

The purpose of this book is frankly "to heal those who read and study its pages. The articles are gathered together with this object in view. Each one was written under the inspiration of a definite purpose to heal, encourage, enlighten. . . . The question is how much you incorporate of the positive thought of feeling and truth into your mind and body."

Educational values and methods based on the principles of the training process. By W. G. SLEIGHT. Oxford, Clarendon Press, 1915. 364 p.

The author first reviews experiments, discusses the theory of the common element, of concepts, of methods and ideals, principles concerning the selection of material, the curriculum, work, leisure, modifications of the course of study, and finally discusses the fundamentals of matter in teaching English and nature.

Psychology of high-school subjects. By CHARLES HUBBARD JUDD. Boston, Ginn & Co. (c. 1915). 515 p.

The author first discusses psychological problems in mathematics, which lead him to the psychology of space and geometry, number and abstraction, and on the basis of this proposes a reorganization of mathematics. After discussing the psychology of language in general he passes to English, foreign languages, the opposition between the practical arts and languages, and then on to mechanical skill as related to theoretical intelligence, and takes up industrial courses; then follow science, fine art, history, generalized experienced, teaching to study, and finally, the general problems of secondary education.

Eugenics. By EDGAR SCHUSTER. Baltimore, Warwick & York, n. d. 264 p.

This unpretentious little book contains eleven chapters, of which the chief are, eugenics in ancient times, Galton, its relations to evolution, Mendelism, statistical study of inheritance, inheritance of ability, defects, environment, selective agencies, social control.

Psychology and parenthood. By H. ADDINGTON BRUCE. New York, Dodd, Mead & Co., 1915. 293 p.

This is a general discussion of inheritance and environment, suggestion, the secret of genius, intensive child culture, problem of laziness, laughter, hysteria, and the menace of fear, with certain closing words.

Essays towards a theory of knowledge. By ALEXANDER PHILIP. London, George Routledge & Sons, 1915. 126 p.

The chapters are on time and periodicity, the origin of physical concepts, the two typical theories of knowledge, and the doctrine of energy.

Fear and conventionality. By ELSIE CLEWS PARSONS. New York, G. P. Putnam's Sons, 1914. 239 p.

This is a sprightly, popular book of seventeen chapters on such topics as not talking to strangers, travelers, hospitality, introductions, caste, presents, calling, entertaining, between the sexes, marriage, family and classes.

The principles of evolution. By JOSEPH McCABE. Baltimore, Warwick & York, n. d. 264 p.

Significato bio-filosofico della guerra. By WILLIAM MACKENZIE. Genova, A. F. Formiggini, 1915. 101 p.

Ein experimenteller Beitrag zur Erforschung des Unterbewussten. Von LILLIEN J. MARTIN. Leipzig, J. A. Barth, 1915. 164 p.

Functional periodicity; an experimental study of the mental and motor abilities of women during menstruation. By LETA STETTER HOLLINGWORTH. New York, Teachers College, Columbia University, 1914. 101 p.

The recapitulation theory and human infancy. By PERCY E. DAVIDSON. New York, Teachers College, Columbia University, 1914. 105 p.

PRIZE IN PSYCHOPHYSICS

Owing to the international composition of the judging committee, this Prize (see this JOURNAL, xxv., 1914, 148) cannot be awarded till the conclusion of the war.

E. B. TITCHENER